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ABSTRACT

In August 1998, the Wake County Board of Education, North Carolina, adopted the goal that by 2003, 95% of students tested would be at or above grade level as measured by the North Carolina End-of-Grade (EOG) testing at grades 3 and 8 bye the year 2003. This report provides an analysis of EOG test results for the 2000-2001 academic year to show how the County is moving toward the achievement goal. Analysis of EOG test results for the 2000-2001 school year shows that scores on all 4 tests targeted by the 2003 Goal were higher than ever before, but, as reported in 2000, current rates of improvement are still inadequate to reach the goal. Groups that have the highest percentage of students scoring below grade level (students from low-income families, African American, and Hispanic students) have made the largest gains since 1998. Interventions through the Accelerated Learning Program appear to be benefiting all demographic groups. The analysis also shows that the strongest predictor of low achievement is income, as measured by eligibility for free or reduced price lunch. Five appendix tables summarize progress of various groups toward the 2003 goal.(Contains 12 figures.) (SLD)

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ED 466 486

MEASURING UP

December, 2001

E&R Report No. 02.03

Progress Toward the 95% Goal: 2001

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Wake County Public Schools

Evaluation and Research Department

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MEASURING UP

WAKE COUNTY PUBLIC SCHOOLS EVALUATION AND RESEARCH DEPARTMENT

E&R Report No. 02.03 December 2001

Progress Toward the 95% Goal: 2001

In August, 1998, the Wake County Board of Education adopted the following goal statement: ***"By 2003, 95% of students tested will be at or above grade level as measured by NC EOG testing at grades 3 and 8."*** This goal has become the focus for alignment of school improvement efforts, community involvement, and resource allocation. This report operationally defines the goal and terms used to describe it, identifies improvement that has occurred, and disaggregates the current level of achievement for a variety of groups.

What Do We Mean By "At or Above Grade Level"?

Student scores on End-of-Grade (EOG) tests are reported on scales that are divided into four levels. Students scoring in Levels I and II probably lack some basic skills needed for success at the next grade level and are considered to be scoring below grade level. Students scoring in Levels III and IV probably have the skills needed for success in the next grade level and are "at or above grade level." North Carolina students take EOG tests in Reading and Mathematics in grades 3 and 8. Therefore, there are really *four* targets for achievement articulated in the goal statement. The Board of Education wants at least 95% of students tested to be at or above grade level in the 2002-03 school year on the tests for: **third grade reading, eighth grade reading, third grade math, and eighth grade math**.

Report Summary

Analysis of EOG test results for 2000-2001 shows that:

- Scores on all four tests targeted by the 2003 Goal were higher than ever before.
- As reported in 2000, current rates of improvement are still inadequate to reach the goal.
- Groups that have the highest percentage of students scoring below grade level (students from low-income families, African-American and Hispanic students) have made the largest gains since 1998.
- ALP interventions appear to be benefiting all demographic groups.
- The strongest predictor of low achievement is income, as measured by eligibility for free or reduced price lunch. Approximately 46% of students tested who participated in the school lunch program scored in Levels I or II.

Progress Over Time

EOG tests were first given in 1993. During the past seven years, Wake County Public School System (WCPSS) has shown gradual improvement in the percentage of students at or above grade level, as shown in Figure 1.

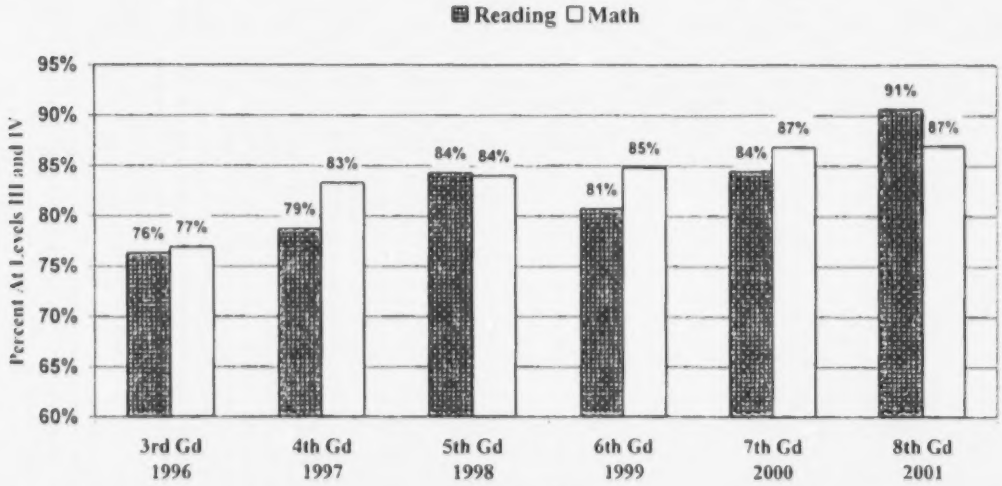
Figure 1: Percent of WCPSS EOG Scores "At or Above Grade Level"

	Reading		Mathematics	
	Grade Three	Grade Eight	Grade Three	Grade Eight
1993	74.0	76.0	72.0	75.0
1994	71.4	78.7	71.8	74.3
1995	74.4	84.0	73.5	83.2
1996	76.3	82.8	76.9	80.6
1997	75.3	83.3	76.8	79.0
1998	79.3	86.4	75.4	83.2
1999	80.4	87.1	77.1	83.8
2000	83.1	88.7	80.0	85.7
2001	85.3	90.6	84.0	86.9

Improvement Across Cohorts. Part of the variation in test scores from year to year is due to differences in each cohort of students. Third-grade students one year may be different in important ways from third-grade students the following year. Following a cohort of students as they move up through the grade levels is one important way of looking for improvement. Most of the eighth-grade students in 2001 were in third grade in 1996.

As shown in Figure 2, the percent of students in that cohort who were at or above grade level in reading improved from 76% in 1996 to 91% in 2001. In mathematics, the improvement was from 77% to 87%. The math percentages for the cohort show little improvement after fourth-grade. Reading percentages show steady gains in the elementary and middle school grades with a decline in sixth-grade.

Figure 2: Cohort Percent In Levels III and IV Over Time



Rate of Improvement. Another way to assess progress is to examine how much achievement in the district would improve if current rates of improvement continue for two more years (to 2003). Rates are difficult to anticipate because improvement during the past seven years has not been steady. Gains in the mid-1990s probably resulted from implementation of financial incentives and sanctions tied to the state's ABCs accountability plan. Gains from 1998 to 2001 were probably related to adoption of the 2003 goal and intervention efforts such as the Accelerated Learning Program (ALP). Gains between 1998 and 2001 may be the best indicator of the "new" rate of improvement, assuming current resources and strategies continue to be provided. The average 1998 to 2001 reading improvements rates were 2.0 and 1.4 percentage points per year in grades 3 and 8, respectively, while the math gains were 2.9 and 1.2 points per year, respectively. At this rate of improvement, scores for 2003 would be approximately those reported in Figure 3. *As shown, current rates of improvement are not adequate to reach 95% by 2003.* It should be noted that additional resources were provided for the 2000-2001 school year, but that budget limitations prevented the allocation of some additional requested resources for 2001-2002.

Figure 3. Projected Percentages at Grade Level for 2003
(assuming no changes in rate of improvement)

Reading		Mathematics	
Grade 3	Grade 8	Grade 3	Grade 8
89.3%	93.4%	89.8%	89.3%

Who is Tested?

The phrase "at least 95% of students tested" implies that some students will not be tested, and, in fact, every year some students are exempted from EOG testing or are given alternative assessments or are absent from both regular and makeup testing sessions.

Students with limited English proficiency (LEP) may be exempted from EOG testing for the first two years they are served by a WCPSS school. After two years, students must take the test, regardless of their English proficiency.

Students with educational disabilities may have Individual Education Programs (IEPs) that indicate that EOG standardized testing is inappropriate. Students with IEPs may be given one of three alternative assessments approved by the state Board of Education. The three alternatives are:

- The NC Computer Adaptive Test (NCCATS) that was piloted for the first time in 2001,
- An Alternative Academic Assessment Inventory that was also used for the first time in 2001,
- An Alternative Assessment Portfolio that documents progress made by students with severe disabilities.

As indicated above, beginning with tests administered in the 2000-2001 school year, IEPs no longer exempt students from testing. In accordance with federal law, all students must be tested. Results from the alternative assessments are not included in the percentages reported in this report because progress toward the goal is being measured using the state's multiple-choice EOG reading and mathematics tests.

A few students each year are absent from testing and cannot be scheduled for a makeup test before the end of the school year. Absence rates are larger in middle schools because of suspensions and truancy.

Figure 4 shows that between 4.3% and 5.3% of students were exempted or absent from one or both of the EOG tests given in 2001, and were not tested. A comparison of years in Figure 4 shows that exemptions and IEP alternatives increased slightly each year from 1998 to 2001. However, absenteeism from testing dropped significantly in 2001, reflecting increased efforts to schedule makeup sessions.

Figure 4: Percentage Of WCPSS Students Exempted or Absent From EOG Tests

Grade	Year	Enrollment	Test	Tested With Multiple-Choice	IEP Alternatives	LEP Exempted	Absent	Not Tested
3	2001	8,213	Reading	94.73%	3.34%	1.88%	0.05%	5.27%
3	2000	8,195	Reading	94.82%	3.08%	1.73%	0.37%	5.20%
3	1999	7,993	Reading	95.20%	2.99%	1.54%	0.28%	4.80%
3	1998	7,781	Reading	96.00%	2.63%	1.13%	0.23%	4.00%
3	2001	8,213	Math	95.00%	3.06%	1.88%	0.06%	5.00%
3	2000	8,195	Math	95.33%	2.54%	1.70%	0.44%	4.70%
3	1999	7,993	Math	95.51%	2.73%	1.49%	0.28%	4.50%
3	1998	7,781	Math	96.30%	2.40%	1.07%	0.23%	3.60%
8	2001	7,399	Reading	95.73%	2.62%	1.29%	0.35%	4.27%
8	2000	7,044	Reading	95.75%	1.99%	1.22%	1.05%	4.20%
8	1999	6,822	Reading	96.54%	1.38%	1.04%	1.04%	3.50%
8	1998	6,496	Reading	97.26%	1.23%	0.74%	0.77%	2.70%
8	2001	7,399	Math	95.68%	2.59%	1.29%	0.43%	4.32%
8	2000	7,044	Math	95.92%	1.99%	1.11%	0.99%	4.10%
8	1999	6,822	Math	96.70%	1.36%	1.01%	0.92%	3.30%
8	1998	6,496	Math	97.21%	1.25%	0.79%	0.75%	2.70%

Note: Most IEP Alternatives were exemptions prior to 2001, and are included in the same column of this table.

Under the North Carolina ABCs Accountability Program, schools are required to test at least 98% of eligible (non-exempted) students. Schools failing to test at least 98% of eligible students risk losing their incentive awards. While there is no specific limit regarding the number of students who are exempted under the IEP or LEP provisions, schools with high numbers of exemptions are required to explain their exemptions and may be audited to make sure proper procedures were followed in granting the exemptions. No WCPSS elementary or middle school failed to test at least 98% of their students in 2001.

Who is Below Grade Level?

Students scoring below grade level on EOG tests need special assistance so they can accelerate their growth and reach grade level in subsequent years. The number of students needing special assistance has both policy and financial implications. Students may be below grade level on ***one*** of the tests and not the other, or they may be below grade level on ***both*** tests. The total number of students below grade level on either test (reading or math) and therefore needing help is greater than the number of students below grade level on either one of the tests alone.

The characteristics of Level I and II students in grades 3-8 in spring 2001 were as follows:

- 54 % were male,
- 62% were African-American,
- 52% qualified for participation in the Free/Reduced Lunch program (FRL),
- 34% were in a special program other than Academically Gifted (Non-AG),
- 21% were identified as Learning Disabled.

Figure 5 shows that this distribution changed very little over the past three years: It also shows that WCPSS had almost 2,000 fewer students scoring in Levels I or II in 2001 than in 1998, even though district enrollment in grades 3-8 increased approximately 4,500 students (11%) over those four years.

Under the Accelerated Learning Program implemented in 1999-2000, schools organized extended school days, Saturday academies, tutor/mentor programs, special classes, and other forms of intervention. These interventions were intended to move students toward the goal. One important indicator of progress will be whether the numbers of students in all subgroups who score in Level I and II grow smaller over time. Figure 6 shows the number of Level I and II students in five key subgroups for the past three years. As shown, the number of students scoring in Level I or II has steadily declined, and the declines are spread across all groups, with the demographic profile showing very little change. This shows that all demographic groups are benefiting from the ALP interventions.

Figure 5: Percentage of All Level I or II Students Who Are In Five Subgroups

	1998	1999	2000	2001
Number of Level I & II	10,046	9,422	9,183	8,063
Male	54%	54%	55%	54%
African-American	57%	58%	59%	62%
Free/Reduced Lunch	50%	51%	51%	52%
Learning Disabled	21%	22%	21%	21%
Any Non-AG Special Program	33%	34%	34%	34%

Figure 6: Number of Level I and II Students In Five Subgroups

	1998	1999	2000	2001
Number of Level I & II	10,046	9,422	9,183	8,063
Male	5,379	5,114	5,093	4,374
African-American	5,702	5,446	5,416	5,002
Free/Reduced Lunch	5,025	4,810	4,700	4,225
Learning Disabled	2,099	2,053	1,935	1654
Any Non-AG Special Program	3,283	3,248	3,093	2734

Figures 7 and 8 show the mix of WCPSS students that populated Levels I and II at the end of the 2000-2001 school year. Data for prior years can be found in Appendix A.

Figure 7: Number of Students in Levels I or II On EOG Reading or Math Tests At The End Of 2000-2001

		Grade 3	Grade 8	Grades 3-8
All Students		1,625	1,141	8,063
Income	F/R Lunch	895	540	4,225
	Not F/R Lunch	730	601	3,838
Gender	Male	863	630	4,374
	Female	762	511	3,689
Race	White	427	340	2,211
	African-American	1,010	688	5,002
	Hispanic	120	79	577
	Asian	30	18	126
	Native American	3	3	21
	Multi-ethnic	35	13	126
Special Programs (Not Exempt From Testing)	LD	267	264	1,654
	B/EH	15	60	240
	Speech/Language	65	10	136
	All S.P. (not AG)	459	453	2,734

Figure 8: Percent of Students Tested In Each Subgroup In 2000-2001 Scoring In Levels I or II On EOG Reading or Math Tests

		Grade 3	Grade 8	Grade 3-8
All Students		20.8%	16.1%	17.8%
Income	F/R Lunch	47.8%	45.4%	45.5%
	Not F/R Lunch	12.3%	10.2%	10.7%
Gender	Male	22.2%	17.8%	19.3%
	Female	19.4%	14.4%	16.3%
Race	White	8.8%	7.3%	7.6%
	Black	48.4%	38.4%	42.1%
	Hispanic	33.0%	30.5%	34.0%
	Asian	9.2%	6.8%	7.4%
	Native American	15.8%	15.0%	15.9%
	Multi-ethnic	21.9%	18.1%	17.1%
Special Programs (Not Exempt From Testing)	LD	47.9%	44.6%	42.7%
	B/EH	53.6%	81.1%	66.7%
	Speech/Language	25.1%	52.6%	24.3%
	All S.P. (not AG)	42.7%	48.3%	43.0%

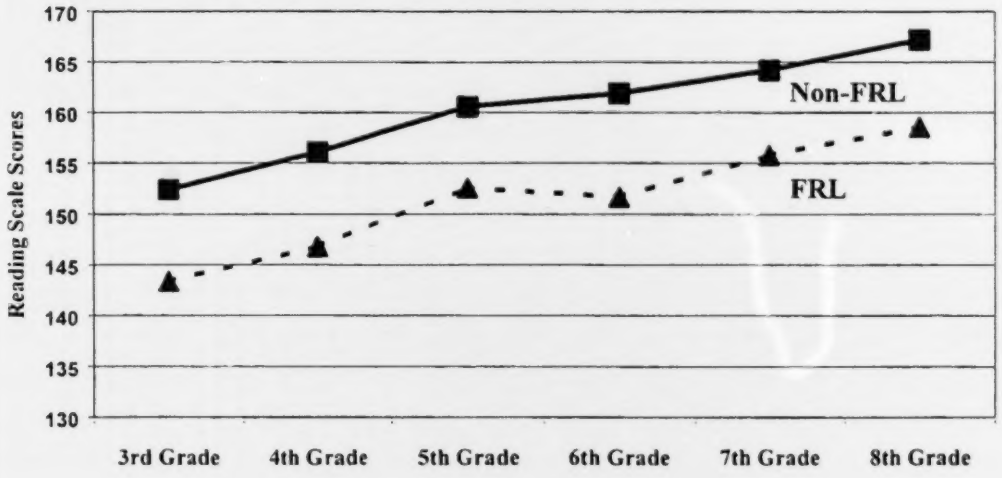
The Challenge Of Poverty

As shown in Figure 5, more than half of Level I and II students qualify to receive Free or Reduced price lunches (FRL) because of low family income. A family of four had to earn less than $2722 per month in 2000-2001 for a child to qualify for the school lunch program.

EOG scale score gains over time are the basis for the state accountability program and an important way to analyze test scores. Average EOG Reading scale scores in WCPSS last year for FRL and Non-FRL students are shown in Figure 9. As shown, average scores increase as students move up through the grade levels. However, three important points are:

- The gap in reading achievement was approximately nine points at the end of third grade.
- The overall scale score gap remains about the same across the grade levels—ranging from 8-10 points.
- Reading achievement was lower in sixth-grade than in fifth-grade for the average FRL student last year.

Figure 9: Average WCPSS Reading Scores In 2001 For FRL and Non-FRL Students



However, the amount of growth that students are expected to make on the EOG Reading scale is not constant from grade to grade. Elementary school students move up the scale more quickly than middle school students. Figure 10 shows the size of the gap in scale score points, the average gains expected of WCPSS students at each grade level in 2001, and how many estimated additional years of instruction at each grade required for FRL students to close the gap.

Figure 10: The Reading "Gap" Between FRL and Non-FRL Students

Grade Level	3rd	4th	5th	6th	7th	8th
Reading Scale Score "Gap"	9.0	9.3	8.0	10.2	8.4	8.6
"Expected" Scale Score Gain Per Grade From The 2001 Districtwide ABC Report	7.9	4.0	4.3	2.7	3.2	2.8
Years Behind	***1.1***	***2.3***	***1.9***	***3.8***	***2.6***	***3.1***

As shown, the average 3rd grade FRL student would need approximately one additional year of instruction to equal the reading achievement of the average Non-FRL third grader. The gap widens to two years in grades 4 and 5. The average FRL student in middle school would need more than three years of additional instruction to obtain reading skills equal to the average Non-FRL student.

While FRL students as a group are clearly not gaining reading skills at a rate sufficient to close the achievement gap already apparent in third grade, we should remember that generalizations hide the success of many students.

Figure 11 shows the number of students who scored in Levels I, II, III, and IV on EOG Reading tests for the past two years. Several "at-risk" groups are shown along with the counts for all students. As shown, thousands of FRL students, African-American students and learning disabled students achieved Level III and IV scores in reading last year. Evidence of the success of intervention efforts can be seen in the increased number of students scoring in Levels III and IV and the declining number of students scoring in Levels I and II.

Figure 11: Number of WCPSS Students In EOG Reading Achievement Levels In Grades 3-8 In 2001 AND 2000

SPRING 2001	EOG Reading Test Achievement Level			
	Level I	Level II	Level III	Level IV
All Students	1,084	5,087	15,766	23,265
Free/Reduced Lunch Students	711	2,684	4,329	1,581
African-Americans	745	3,131	5,555	2,388
Learning Disabled	305	1,045	1,526	889
SPRING 2000	EOG Reading Test Achievement Level			
	Level I	Level II	Level III	Level IV
All Students	1,448	5,658	15,378	21,501
Free/Reduced Lunch Students	933	2,880	3,814	1,355
African-Americans	998	3,284	5,036	1,971
Learning Disabled	480	1,140	1,361	735

Summary: How Close Are We To The 2003 Goal?

Figure 12 shows the school system's progress toward the 95% goal for various subgroups as of the end of the 2000-2001 school year. We are already achieving the 2003 Goal with some groups of students and we are close to the goal with other groups.

Poverty (as measured by eligibility for free or reduced price lunch) is the single strongest predictor of low student achievement. FRL students generate more than half of our district's below-grade level test scores. As shown in Figure 12, the impact of poverty applies to all ethnic and gender groups, with 10-25 point differences between FRL and Non-FRL students.

Achievement of the 2003 goal will be determined by whether or not we can, both as a school district and as a community, develop better ways of serving this population and nurturing faster academic growth for these students.

Figure 12: Percent of EOG Reading and Math Scores At or Above Grade Level For Selected WCPSS Demographic Groups In 2001

Subgroups			Third Grade		Eighth Grade	
			Reading	Math	Reading	Math
Students Not Receiving Free or Reduced Price Lunches	Males	White	93.6	95.1	96.5	94.9
		Black	72.5	66.1	83.5	74.2
		Asian	94.1	96.3	96.8	96.0
		Hispanic	80.9	75.4	86.7	91.7
	Females	White	95.6	95.5	97.8	95.4
		Black	80.4	70.7	88.2	76.7
		Asian	98.6	95.8	97.2	98.1
		Hispanic	90.6	92.2	87.8	83.8
Students Receiving Free or Reduced Price Lunches	Males	White	79.9	81.9	75.5	69.8
		Black	54.2	52.9	58.9	55.3
		Asian	76.5	82.4	73.7	73.7
		Hispanic	72.8	76.9	72.6	66.1
	Females	White	86.5	83.1	86.2	80.0
		Black	62.5	54.9	69.8	62.1
		Asian	85.7	78.6	85.7	100.0
		Hispanic	64.3	65.4	71.4	66.1

Appendix A

Number of Students in Levels I or II On EOG Reading or Math Tests In 1998, 1999, and 2000										
Group		Grade 3			Grade 8			Grade 3-8		
		1998	1999	2000	1998	1999	2000	1998	1999	2000
All Students		2,222	2,146	1,929	1,269	1,308	1,170	10,046	9,422	9,183
Income	F/R Lunch	1,136	1,116	1,043	609	592	517	5,025	4,810	4,700
	Not FRL	1,086	1,030	886	660	716	656	5,021	4,612	4,483
Gender	Male	1,147	1,163	1,023	705	708	669	5,379	5,114	5,093
	Female	1,075	983	906	564	600	504	4,667	4,308	4,090
Race	White	862	818	597	451	434	382	3,708	3,279	2,935
	Black	1,210	1,157	1,145	743	801	678	5,702	5,446	5,416
	Hispanic	98	103	114	40	43	70	392	435	525
	Asian	34	30	27	27	19	24	150	143	145
	Amer. Indian	7	5	4	3	1	3	29	22	30
	Other	11	33	42	5	10	15	65	97	132
Special Prog	LD	366	367	288	303	315	291	2,105	2,055	1,935
	B/EH	33	34	17	68	59	53	298	281	258
	Speech/Lang	100	73	53	13	13	3	226	191	134

Appendix B

Percent of Third Grade EOG Reading and Math Scores At or Above Grade Level In 1998, 1999, and 2000 For Selected Demographic Groups								
			Reading			Math		
			1998	1999	2000	1998	1999	2000
Students Not Receiving Free or Reduced Price Lunches	Males	White	89%	90%	93%	89%	90%	93%
		Black	65%	67%	69%	57%	63%	61%
		Asian	97%	88%	93%	93%	96%	95%
		Hispanic	90%	75%	88%	72%	82%	90%
	Females	White	93%	92%	95%	90%	89%	93%
		Black	71%	81%	78%	61%	68%	65%
		Asian	97%	96%	93%	87%	96%	96%
		Hispanic	79%	81%	80%	75%	79%	73%
Students Receiving Free or Reduced Price Lunches	Males	White	67%	69%	71%	65%	63%	73%
		Black	42%	41%	45%	36%	36%	44%
		Asian	74%	72%	100%	83%	84%	95%
		Hispanic	56%	48%	48%	42%	45%	58%
	Females	White	67%	73%	79%	58%	69%	73%
		Black	51%	53%	58%	38%	43%	45%
		Asian	67%	80%	78%	69%	87%	83%
		Hispanic	46%	55%	63%	46%	56%	57%

Appendix C

Percent of Eighth Grade EOG Reading and Math Scores At or Above Grade Level In 1998, 1999, and 2000 For Selected Demographic Groups								
			Reading			Math		
			1998	1999	2000	1998	1999	2000
Students Not Receiving Free or Reduced Price Lunches	Males	White	93%	95%	94%	93%	94%	93%
		Black	73%	72%	77%	66%	64%	70%
		Asian	96%	96%	97%	96%	97%	93%
		Hispanic	76%	81%	65%	82%	81%	71%
	Females	White	96%	96%	97%	95%	94%	96%
		Black	83%	81%	86%	74%	70%	75%
		Asian	94%	97%	97%	88%	98%	97%
		Hispanic	89%	94%	87%	74%	90%	87%
Students Receiving Free or Reduced Price Lunches	Males	White	70%	80%	76%	67%	78%	74%
		Black	51%	51%	57%	39%	41%	53%
		Asian	78%	71%	67%	82%	86%	91%
		Hispanic	67%	35%	58%	74%	44%	55%
	Females	White	80%	85%	85%	71%	82%	81%
		Black	62%	59%	69%	51%	51%	60%
		Asian	60%	73%	75%	100%	80%	81%
		Hispanic	72%	83%	59%	66%	54%	50%

Appendix D: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8

School Name	Schl Code	Reading				Mathematics			
		1998	1999	2000	2001	1998	1999	2000	2001
Adams Elementary	304	86	86	88	90	75	79	89	90
Apex Elementary	308	90	90	89	92	87	85	88	94
Aversboro Elementary	320	80	80	79	79	58	75	72	70
Baileywick Elementary	326	86	86	90	89	80	75	85	89
Baucom Elementary	328	92	92	96	94	88	88	91	90
Brassfield Elementary	334	81	81	88	94	89	78	90	98
Brentwood Elementary	336	64	64	74	71	71	64	70	64
Briarcliff Elementary	340	79	79	91	91	76	81	91	86
Brooks Elementary	344	72	72	65	77	73	70	69	70
Bugg Elementary	352	83	83	86	90	76	83	80	83
Carver Elementary	362	62	62	76	81		62	73	76
Cary Elementary	364	81	81	72	77	63	78	66	76
Combs Elementary	376	89	89	83	89	81	86	86	89
Conn Elementary	380	74	74	59	73	72	73	59	72
Creech Road Elementary	384	68	68	51	84	43	57	41	75
Davis Drive Elementary	390	94	94	98	97	97	95	97	97
Dillard Dr. Elementary	393			82	88			77	89
Douglas Elementary	396	79	79	77	79	55	70	55	76
Durant Road Elementary	398	86	86	89	93	84	87	84	97
Farmington Woods Elementary	414	74	74	79	84	77	74	72	86
Fox Road Elementary	415	79	79	83	90	73	76	70	79
Fuller Elementary	416	73	73	80	82	68	68	72	76
Fuquay-Varina Elementary	420	65	65	75	79	63	57	73	84
Green Hope Elementary	439				94				97
Green Elementary	440	88	88	91	90	86	83	88	94
Hilburn Drive Elementary	442	84	84	88	91	74	82	83	91
Hodge Road Elementary	446	64	64	67	77	53	65	62	72
Holly Springs Elementary	447	81	81	76	83	82	78	78	83
Hunter Elementary	448	79	79	89	83	81	76	85	86
Jeffreys Grove Elementary	452	80	80	87	84	77	74	86	81
Jones Dairy Elementary	454	83	83	90	89	92	85	90	88

Appendix D: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8

School Name	Schl Code	Reading				Mathematics			
		1998	1999	2000	2001	1998	1999	2000	2001
Joyner Elementary	456	79	79	79	83	65	76	74	78
Kingswood Elementary	460	89	89	96	93	86	93	100	95
Knightdale Elementary	464	77	77	63	79		61	57	70
Lacy Elementary	468	80	80	81	79	71	77	72	92
Leesville Road Elementary	469			78	95			78	91
Lead Mine Elementary	470	83	83	89	84	88	78	88	82
Lincoln Heights Elementary	476	71	71	73	80	47	58	76	83
Lockhart Elementary	480	65	65	76	88	54	61	78	82
Lynn Road Elementary	488	80	80	76	85	73	79	76	74
Middle Creek Elementary	494				79				73
Millbrook Elementary	496	76	76	73	82	79	75	69	71
Morrisville Elementary	504	98	98	98	97	91	99	96	96
North Ridge Elementary	516	80	80	92	92	66	78	88	92
Northwoods Elementary	520	91	91	85	92	85	87	84	93
Oak Grove Elementary	522	97	97	97	95	95	95	96	96
Olive Chapel Elementary	523	85	85	95	91	84	91	91	94
Olds @ Cardinal Gibbons	524	80	80	85	82	78	74	94	79
Partnership Elementary	525			91	90			91	90
Penny Road Elemenary	530	79	79	82	89	82	78	82	84
Pleasant Union Elementary	531	89	89	84	91	86	94	80	95
Poe Elementary	532	74	74	86	83	52	64	75	80
Powell Elementary	536	76	76	70	71	84	73	59	63
Rand Road Elementary	540	72	72	74	73	80	72	72	65
Reedy Creek Elem.	542			89	85			81	80
Rolesville Elementary	544	71	71	78	68	76	61	68	70
Root Elementary	548	77	77	80	85	72	76	82	82
Salem Elementary	550				93				93
Smith Elementary	560	82	82	71	75	74	75	65	76
Stough Elementary	564	85	85	90	92	77	87	88	88
Swift Creek Elementary	568	72	72	88	76	79	69	76	71
Timber Drive Elementary	570	91	91	92	92	87	88	91	96

Appendix D: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8

School Name	Schl Code	Reading				Mathematics			
		1998	1999	2000	2001	1998	1999	2000	2001
Underwood Elementary	572	69	69	64	70	76	62	54	70
Vance Elementary	576	79	79	79	82	70	71	85	88
Vandora Springs Elem.	580	72	72	88	86	55	65	88	85
Wake Forest Elementary	584	76	76	81	90	65	66	73	80
Wakefield Elem.	593			89	85			80	86
Washington Elementary	596	78	78	83	86	81	68	72	86
Weatherstone Elem.	598	84	84	92	87	74	83	91	95
Wendell Elementary	600	61	61	62	72	67	55	63	63
West Lake Elementary	606	87	87	87	93	89	87	90	93
Wilburn Elementary	616	82	82	82	81	78	85	83	89
Wildwood Forest Elem.	618			82	79			70	72
Wiley Elementary	620	73	73	87	79	68	77	83	71
Willow Springs Elem.	624	76	76	87	82	69	66	86	93
Yates Mill Elementary	626				81				82
York Elementary	628	82	82	84	81	77	82	89	81
Zebulon Elementary	632	80	80	76	74	69	78	79	80

Appendix D: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8

School Name	Schl Code	Reading				Mathematics			
		1998	1999	2000	2001	1998	1999	2000	2001
Apex Middle	312	88	88	89	93	83	87	90	93
Carnage Middle	356	82	82	85	85	77	80	80	84
Carroll Middle	360	90	90	91	91	90	87	88	88
Centennial Middle	370				89				81
Daniels Middle	388	88	88	87	91	85	84	85	85
Davis Drive Middle	391	94	94	93	95	91	91	93	94
Dillard Middle	394				95				93
Durant Road Middle	399	92	92	96	97	92	90	91	94
East Cary Middle	400	94	94	93	89	90	93	91	91
East Garner Middle	404	80	80	88	91	80	76	81	79
East Millbrook Middle	408	80	80	83	86	74	67	77	75
East Wake Middle	410	77	77	81	82	82	73	78	77
Fuquay-Varina Middle	424	79	79	84	88	73	77	78	81
Leesville Road Middle	471	92	92	94	93	89	88	92	93
Ligon Middle	472	86	86	88	96	83	81	83	93
Martin Middle	492	91	91	89	90	84	87	87	86
North Garner Middle	512	80	80	81	79	71	77	81	69
Wake Forest-Rolesville Mid.	592	81	81	91	92	83	80	86	86
West Cary Middle	604	89	89	91	94	87	85	91	94
West Lake Middle	607	96	96	95	97	94	96	94	95
West Millbrook Middle	608	91	91	85	92	83	89	84	90
Zebulon Middle	636	78	78	86	84	69	73	79	84

Appendix E: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8 In 2001
Disaggregated For Three Major Subgroups

(Groups with fewer than ten students are blank)

School Name	Schl Code	Reading				Mathematics			
		ALL	FRL	BLCK	WHTE	ALL	FRL	BLCK	WHTE
Adams Elementary	304	90			95	90			95
Apex Elementary	308	92	54	61	96	94	54	61	99
Aversboro Elementary	320	79	69	68	93	70	57	55	93
Baileywick Elementary	326	89	58	75	93	89	58	75	93
Baucom Elementary	328	93	71	85	97	90	64	77	95
Brassfield Elementary	334	94			96	98			100
Brentwood Elementary	336	71	59	66	90	64	49	52	85
Briarcliff Elementary	340	91	71	73	97	86	53	53	94
Brooks Elementary	344	77	61	55	94	70	39	45	91
Bugg Elementary	352	90	73	86	93	83	73	69	97
Carver Elementary	362	79	69	68	87	76	62	57	87
Cary Elementary	364	76	50	53	88	76	58	58	89
Combs Elementary	376	89	65	78	98	89	71	67	98
Conn Elementary	380	73	53	54	89	72	47	43	97
Creech Road Elementary	384	83	80	74	90	75	65	62	86
Davis Drive Elementary	390	96			96	97	91		96
Dillard Dr. Elementary	393	88	74	68	100	89	79	74	98
Douglas Elementary	396	79	65	60	88	76	65	55	82
Durant Road Elementary	398	93		86	95	97		89	98
Farmington Woods Elementary	414	84	46	41	96	86	63	59	95
Fox Road Elementary	415	90	83	82	93	79	66	67	85
Fuller Elementary	416	82	36	52	100	76	21	36	100
Fuquay-Varina Elementary	420	78	51	54	92	84	64	59	97
Green Hope Elementary	439	94			94	97			97
Green Elementary	440	90	71	71	93	94	65	65	99
Hilburn Drive Elementary	442	91		60	98	91		60	98
Hodge Road Elementary	446	77	63	67	85	71	59	63	82
Holly Springs Elementary	447	82	61	59	94	83	68	66	93
Hunter Elementary	448	82	48	49	99	86	52	54	100
Jeffreys Grove Elementary	452	84	65	70	98	81	62	54	100

Appendix E: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8 In 2001
Disaggregated For Three Major Subgroups

(Groups with fewer than ten students are blank)

School Name	Schl Code	Reading				Mathematics			
		ALL	FRL	BLCK	WHTE	ALL	FRL	BLCK	WHTE
Jones Dairy Elementary	454	89	55	71	90	87	55	64	90
Joyner Elementary	456	82	78	75	89	78	74	66	84
Kingswood Elementary	460	93	75	80	100	95	83	90	100
Knightdale Elementary	464	79	71	66	96	70	56	49	90
Lacy Elementary	468	79	55	48	92	92	81	78	98
Leesville Road Elementary	469	95		86	97	91		64	97
Lead Mine Elementary	470	84	54	72	91	82	67	66	91
Lincoln Heights Elementary	476	80	61	67	86	82	56	48	96
Lockhart Elementary	480	88	78	89	98	81	72	71	93
Lynn Road Elementary	488	85	75	67	96	74	58	52	91
Middle Creek Elementary	494	79	58	52	98	73	35	41	95
Millbrook Elementary	496	77	70	65	91	71	78	61	85
Morrisville Elementary	504	97		75	98	96		83	96
North Ridge Elementary	516	92	90	76	100	92	87	79	98
Northwoods Elementary	520	92	80	88	93	93	87	79	96
Oak Grove Elementary	522	95		83	96	96		75	98
Olive Chapel Elementary	523	91			94	94			95
Olds @ Cardinal Gibbons	524	82		54	100	79		46	100
Partnership Elementary	525	90		75	94	90		67	97
Penny Road Elemenary	530	89	67	71	97	84	46	50	98
Pleasant Union Elementary	531	91	75	64	95	95	83	71	99
Poe Elementary	532	83	50	62	100	80	44	57	100
Powell Elementary	536	71	48	59	97	63	32	45	97
Rand Road Elementary	540	73	54	52	83	65	43	35	80
Reedy Creek Elem.	542	85	69	68	90	80	62	59	89
Rolesville Elementary	544	68	34	50	88	70	38	46	93
Root Elementary	548	83	59	50	100	82	55	45	100
Salem Elementary	550	93			95	93			98
Smith Elementary	560	74	61	66	87	76	71	60	93
Stough Elementary	564	92	83	80	97	88	70	65	98

Appendix E: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8 In 2001
Disaggregated For Three Major Subgroups

(Groups with fewer than ten students are blank)

School Name	Schl Code	Reading				Mathematics			
		ALL	FRL	BLCK	WHTE	ALL	FRL	BLCK	WHTE
Swift Creek Elementary	568	76	35	52	91	71	31	36	91
Timber Drive Elementary	570	92	71	71	97	95	86	81	99
Underwood Elementary	572	70	53	39	90	70	35	30	93
Vance Elementary	576	82	80	74	85	87	87	81	92
Vandora Springs Elem.	580	86	85	79	91	85	89	75	93
Wake Forest Elementary	584	90	79	73	94	80	60	50	89
Wakefield Elem.	593	85	79	71	88	86	74	71	90
Washington Elementary	596	86	50	54	97	86	55	54	97
Weatherstone Elem.	598	87	75	57	94	93	88	79	96
Wendell Elementary	600	70	61	58	81	63	49	38	83
West Lake Elementary	606	92		82	93	93		68	96
Wilburn Elementary	616	81	68	67	96	89	86	80	97
Wildwood Forest Elem.	618	79	54	65	86	72	42	47	86
Wiley Elementary	620	78	40	47	100	71	30	35	94
Willow Springs Elem.	624	81	64		86	93	79		98
Yates Mill Elementary	626	80	54	56	91	82	62	63	91
York Elementary	628	81	65	63	94	81	69	59	94
Zebulon Elementary	632	73	61	55	87	80	63	64	95

Appendix E: Progress Toward The 2003 Goal
Percent Of Students At or Above Grade Level In Grades 3 and 8 In 2001
Disaggregated For Three Major Subgroups

(Groups with fewer than ten students are blank)

School Name	Schl Code	Reading				Mathematics			
		ALL	FRL	BLCK	WHTE	ALL	FRL	BLCK	WHTE
Apex Middle	312	93	66	70	97	92	66	65	97
Carnage Middle	356	85	55	75	95	84	63	72	94
Carroll Middle	360	91	67	76	97	88	70	74	96
Centennial Middle	370	89	71	79	100	81	58	67	96
Daniels Middle	388	91	72	75	99	85	60	60	95
Davis Drive Middle	391	95	62	77	98	93	62	72	96
Dillard Middle	394	95	75	79	100	93	65	67	99
Durant Road Middle	399	97	85	94	98	94	65	83	96
East Cary Middle	400	89	64	69	94	91	66	75	97
East Garner Middle	404	91	85	89	92	79	67	70	83
East Millbrook Middle	408	86	76	79	93	74	65	61	86
East Wake Middle	410	82	66	70	95	77	70	63	88
Fuquay-Varina Middle	424	88	73	77	91	81	62	65	87
Leesville Road Middle	471	93	60	74	98	93	51	68	98
Ligon Middle	472	96	75	86	99	93	72	78	99
Martin Middle	492	90	60	67	98	86	62	61	96
North Garner Middle	512	79	65	69	89	69	49	61	79
Wake Forest-Rolesville Mid.	592	92	74	75	95	85	65	66	90
West Cary Middle	604	94	76	87	98	94	82	80	98
West Lake Middle	607	97	86	82	98	95	73	82	96
West Millbrook Middle	608	92	65	77	100	90	65	73	98
Zebulon Middle	636	84	72	72	91	84	71	70	93

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